

The Bilingual Education in Primary Schools of Bhutan: Examining the Perceptions and
Attitudes of Teachers and Learners towards This System

By

Dorji Wangdi

Student ID: 20203040

A Thesis submitted to the Department of English and Humanities in partial fulfilment of
the requirements for the degree of Bachelors of Arts in English

Department of English and Humanities

BRAC University

November, 2024

© 2024. BRAC University

All rights reserved.

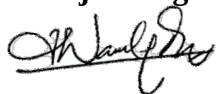
Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Dorji Wangdi

A handwritten signature in black ink, appearing to read 'Dorji Wangdi', written in a cursive style.

Approval

The thesis titled “The Bilingual Education in Primary Schools of Bhutan: Examining the Perceptions and Attitudes of Teachers and Learners towards this System submitted by Dorji Wangdi (20203040) of Summer, 2024 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelors of Arts in English on 4th February, 2025.

Examining Committee:

Supervisor:

(Member)

Asifa Sultana Liza, PhD
Professor, English and Humanities
BRAC University

Departmental Head:

(Chair)

Professor Firdous Azim, PhD
Professor and Chairperson,
Department of English and Humanities
BRAC University

Abstract

This study explores the bilingual education in Bhutanese primary schools, examining the perceptions and attitudes of teachers and students towards this system. It also examines the current bilingual practices, impacts and the challenges encountered in the face of the implementation of bilingual education. The mixed-method approach was employed for this study where interviews and surveys were used to collect data from the selected sample of the teachers and students from the primary schools across four regions of Bhutan.

The study shows that the teachers often use bilingual instructions and also use strategies such as code-switching, simplifying language and concept-translation, peer tutoring and extra-tutoring sessions to enhance student learning engagement and outcomes. Moreover, teachers and students hold positive attitudes toward bilingual education and recognizes and acknowledges the positive impact on academic outcomes, cognitive development and language proficiency.

Nevertheless, it also points out several challenges such as lack of resources, lack of professional developments and trainings related to bilingual education, lack of support from the school administrations, restrictive curriculum and policy and language confusion.

The findings indicated that while bilingual education in the Bhutanese primary schools is perceived beneficial and effective, there are many areas that needs support and intervention such as trainings and professional development, bilingual resources, policy and curriculum and support from the school administrations. Providing support in these areas is critical for the effective implementation of bilingual education and improving bilingual education practices in the Bhutanese primary schools.

Keywords: Bilingual education, Bhutan, Perceptions, Attitudes, English, Dzongkha.

Dedication

To His Majesty the King, who works tirelessly for us and whose vision, leadership, guidance and dedication for the well-being of Bhutanese citizens inspire us all.

Acknowledgement

I would like to express my gratitude to all the people who supported me throughout my journey. My parents, brothers and sisters and my friends. I also would like to thank my paternal uncle who has been instrumental in making this thesis a success.

More than anyone, I would like to thank my supervisor, Professor Asifa Sultana Liza. Had it not been for your guidance, mentorship and resilience, I would not have been able to come this far. I aspire to follow your path and someday make positive impacts in the lives of others, just as you made on mine. Thank you, beyond words.

Table of Contents

Declaration	ii
Approval.....	iii
Abstract.....	iv
Acknowledgement	vi
CHAPTER ONE: INTRODUCTION	1
1.1 Background Information.....	1
1.2 Research Questions	2
1.3 Research Objectives	2
CHAPTER TWO: LITERATURE REVIEW	4
2.1 Introduction.....	4
2.2 Bilingual Education	4
2.4 Varieties of Bilingual Education Program	5
2.4.1 Strong Forms of Bilingual Education	6
2.4.2 Weak forms of Bilingual Education	7
2.5 Bilingual Education in Contexts other than Bhutan	9
2.5.1 Challenges in implementing Bilingual Education	12
2.6 The Bhutanese Education System.....	14
2.6.1 The Bhutanese Language Policy	16
CHAPTER THREE: METHODOLOGY	18
3.1 Research Design	18
3.2 Participants and Samplings.....	19

3.3 Research Instruments	22
3.4 Data Collection Procedures	23
3.5 Data Analysis Procedure	24
3.6 Ethical Considerations	24
CHAPTER FOUR: RESULTS AND FINDINGS	25
4.1 Introduction	25
4.2 Teacher Survey	25
4.2.1 Current Practices in Bilingual Education	25
4.2.2 Perceptions and Attitudes towards Bilingual Education	27
4.2.3 Challenges in the Implementation of Bilingual Education	29
4.2.4 Benefits of Bilingual Education	30
4.2.5 Professional Development and Bilingual Trainings	30
4.2.6 Effectiveness of Current Bilingual Education Policy in Bhutanese Primary Schools	31
4.3 Student Survey	32
4.3.1 Current Practices in Bilingual Programs	32
4.3.2 Perceptions and attitudes towards Bilingual Education	36
4.3.3 Challenges in Bilingual Education	38
4.3.4 Benefits of Bilingual Education	39
4.4 Interview Findings	40
4.4.1 Current Practices in Bilingual Education	40
4.4.2 Perceptions and Attitudes towards Bilingual Education	40

<i>4.4.3 Challenges in the Implementation of Bilingual Education</i>	41
<i>4.4.4 Effectiveness of Current Policy</i>	42
<i>4.4.5 Benefits of Bilingual Education</i>	42
<i>4.4.6 Professional Development and Bilingual Trainings</i>	43
<i>4.4.7 Addressing Challenges in Bilingual Education</i>	44
CHAPTER FIVE: DISCUSSIONS	45
CHAPTER SIX: CONCLUSION	50
6.1 Limitations of the Study	51
6.2 Implications of the Study	52

CHAPTER ONE: INTRODUCTION

1.1 Background Information

According to Anderson and Boyer (1970) (as cited in May, 2016), bilingual education refers to the use of two languages to deliver academic contents in the academic settings. In today's world, English has become the global lingua franca and the widely spoken language around the globe. There are over 300 million native speakers in every continent and over 250 million who use English as the second and for other purposes such as language of mass media and the educational and business language (Broughton et al., 2002) in (Jurado & Garcia, 2018). Therefore, learning English has become a crucial and integral part of educational systems around the globe. Likewise, in Bhutan, with Dzongkha being the national language of the country and English the educational language, bilingual education remains as a significant component of education system in the country.

In Bhutan, it was only in 1914, during the reign of The First King of Bhutan Gongsu Ugyen Wangchuck that the country witnessed modern education coming, when the first ever modern school was established in the country. The then king also sent some Bhutanese students to study in some parts of India (Gyeltshen and Zangmo, 2020). Prior to that, the only education was the monastic education, where people learned everything related to the religion (Buddhism) such as religious philosophy and religious dances. Upon the Royal command, modern education was started in 1914 with subjects such as Hindi, English, Arithmetic and Dzongkha. And Hindi and Dzongkha were the primary language of instruction (Gyeltshen and Zangmo, 2020). However, it was only after the introduction of the First Five Year Development Plan in 1961 that the education system and curriculum were properly unified, with English and Dzongkha becoming the mediums

of instruction, as English was already the global lingua franca. Since then, English and Dzongkha remained as the mediums of instruction in the country, even to this day.

Ever since the development of the First Five Year Plan, English and Dzongkha have been the integral part of education system and the curriculum. The integration of both English and Dzongkha in teaching and learning reflects the system where the national identity and cultural heritage are preserved while also valuing the global standards. This study, therefore, will explore bilingual education in the contexts of Bhutanese primary school, the perceptions and attitudes of the teachers and students towards it.

1.2 Research Questions

This paper seeks to address the following questions:

1. How are the perceptions and attitudes of the teachers and students towards bilingual education in primary schools in Bhutan?
2. What challenges do teachers and students face in the implementation of bilingual education, and how are these challenges mitigated?

1.3 Research Objectives

1. To examine the perceptions and attitudes of teachers and students towards bilingual education in Bhutanese primary schools.
2. To explore the challenges faced by teachers and students in the bilingual educational setting of Bhutan.

Therefore, this study aims to examine and explore bilingual education in Bhutan with a particular emphasis on the perceptions and attitudes of teachers and students towards bilingual education in primary schools of Bhutan. This paper also studied the current bilingual practices

in the country, impacts and the challenges and the strategies and methods used by the teachers in implementing bilingual instruction and to mitigate the challenges faced.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter discusses the relevant scholarly works related to the bilingual education system, the models of bilingual education and the impacts and challenges of these models. The chapter begins by exploring the definitions of bilingual education according to the existing literatures.

2.2 Bilingual Education

Bilingual education, in its literal sense, refers to using two languages; students' native language and the second language in the academic setting, be it to deliver the academic content or to communicate with each other. However, there are other definitions made by different scholars in wider and broader perspectives. One of these definitions is the definition of Genesee (2008). According to Genesee (2008), bilingual education is the use of two languages as the medium of instructions in the academic settings. On the other hand, Rossell and Baker (1996) views bilingual education as the educational system where the non-native English speakers or limited English-speaking students are given instructions in their native tongue and are gradually given instructions in English. Hamer & Blanc (2000) in Chen (2017) defines bilingual education as the use of at least two languages, simultaneously or consecutively to plan and give instruction.

While it is impossible to have one common definition of bilingual education that is suitable and that can define situations in every country, educational setting and other aspects, the definitions by these scholars share common aspects such as the learning setting (schools), usage of two languages, native speakers and non-native speakers.

2.3 Models of Bilingual Education

There are broadly three models of bilingual education: transitional, maintenance and enrichment models. The transitional model of bilingual education aims to gradually transition students from first language to the majority language or the language of instruction. In this model, students from minority language are allowed to use their first language for a certain period of time. In the early phases of learning, students are provided instructions in their native language (L1) and gradually shift them to the use of the majority language (L2), as quickly as possible. This is to facilitate the shift of minority language speakers to the majority language, so that they are able to do well in mainstream education (May et al., 2004).

The maintenance model contrasts the transitional model because the goal of maintenance approach is to maintain both the native language of the students, their proficiency in it, and proficiency in the majority language (L2). The language of instruction in this type of model is L1, or L1 and L2, however, with the condition that at least 50% of instruction occurs in L1, if both L1 and L2 are used. This is aimed at maintaining the minority language of the students and their linguistic rights and also embracing the linguistic diversity and identity of the students (May et al., 2004).

The enrichment models are closely related to maintenance models. It was first introduced by Fishman in 1976 (May et al., 2004). While the maintenance model involves maintaining the native language or minority language, the enrichment model involves teaching majority language students through minority language.

2.4 Varieties of Bilingual Education Program

The earliest and the detailed classification of the bilingual education was made by Mackey in 1970. While Mackey (1970) classified bilingual education into 90 varieties, Baker (2001)

classifies bilingual education into two categories of weak and strong forms of bilingual education. The strong forms include immersion, maintenance/ heritage language, two-way/ dual language and mainstream bilingual. Whereas, the weak forms of bilingual education include submersion (structured immersion), submersion with withdrawal classes, segregationist, transitional, mainstream with foreign language teaching and separatist.

2.4.1 Strong Forms of Bilingual Education

The strong forms include immersion bilingual education, developmental maintenance and heritage language bilingual education, dual language bilingual education and mainstream bilingual education.

Immersion bilingual education was first introduced in Canada, from an education experiment, when the school district administrators were convinced by some English speaking, middle-class parents to establish an experimental kindergarten class of 26 children, in St Lambert, Montreal, in 1965 (Baker, 2001). This was aimed at making students competent in speaking, reading and writing in French, and to become bilingual and bicultural with uncompromised educational or academic achievement.

In developmental maintenance, minority language speakers are taught using both the heritage and the majority language as the language of instruction. There are various types of heritage programs, but usually use the heritage language as the medium of instruction between 50 to 90% of the time (May et al., 2004). The main aim of these programs is to achieve full bilingualism, biculturalism and bi-literacy without compromising the development of heritage language.

Dual language bilingual education, sometimes referred to as two-way immersion, occurs when an equal proportion of minority language speakers and majority language speakers are placed

within the same learning setting. According to Baker (2001), the dual language bilingual education uses both minority and majority language for instruction and learning with the aim of ‘producing relatively balanced bilinguals.’

Baker (2001) points out some common features of the dual language programs. Firstly, dual language programs use at least 50% of instruction in the minority language for the duration of up to 6 years. Only one language is used in each instructional session and must be adjusted to cater to the language proficiency of the students. However, “instruction must be challenging and intensifying, empowering and enabling” (Baker, 2001), with language learning primarily through content. Moreover, the program includes equal numbers of minority and majority language speakers and are integrated in all lessons.

Mainstream bilingual education involves the joint use of two or more majority languages in a school (Baker, 2001). In bilingual education in majority languages, certain portion of learning takes place in students’ second language. This program can be typically found or can be implemented in the environment where students’ L1 is an international language. These types of schools are for the bilingual society and the societies where significant numbers of people desire to become bilingual (Baker (2001).

2.4.2 Weak forms of Bilingual Education

The weak forms include submersion, submersion with withdrawal classes, segregationist education, transitional education, mainstream with foreign language teaching and separatist education.

In submersion education, students from the minority language groups study in the same learning environment with the majority language students. Often referred to as the “swim or sink method”, this particular model places minority language speakers in mainstream education, where

students from minority language background are given instruction using the majority language, alongside the students from majority language background.

In submersion with withdrawal classes or pull-out classes, the language minority-students in mainstream schools may be withdrawn to learn the majority language separately. The main aim of such withdrawal classes is to keep language minority students in mainstream schooling (Baker, 2011). This program may give minority language students the platform to learn better, participate more without any hesitation and a collective identity among children in a similar condition, which may foster their learning interest. However, in this type of program, the pulled-out students may be seen as less-competent in English and disabled and may lead them to feel isolated. Moreover, as Baker (2001) claims, the students who are withdrawn may not be able to do well like those who are not in withdrawal classes.

The segregationist isolates minority language students from the majority language students and are denied access to the language majority environment. This type of education completely divides and draws a boundary between the minority language and the majority language students. In this type of program, the minority language students are not allowed to attend the majority language schools. And therefore, attend different schools where contents are delivered in their native language. “Such policy is discriminatory and separatist, and can be imposed through law or practice. In this way the minority group is maintained via subservience and segregation” (Močinić, 2011).

In transitional bilingual education, unlike submersion, students are taught in their native language and are allowed to use their native language until they become competent in the majority language. The main goal or aim of this type of education is to make students more competent and confident enough to get into mainstream education through using their native language at first and

gradually transitioning to the majority language. In order to have this type of education run smoothly, the teachers are required to have equal competency in the native language of the students and the second and use simultaneously whenever required.

In Mainstream with Foreign Language Teaching, students receive education in their native language. For example, Spanish speaking children may attend Spanish-medium schools, however, second language teaching may take place. However, it is argued that this type of education does not produce fluent and competent second language speakers, and is regarded as ineffective education as Baker (2001) claims that mainstream education does not produce bilingual students.

In separatist education, minority languages deliberately distance themselves from the majority language. This could be their way of protecting their native language, the strong influence of the majority language on their language, traditions and religion. Therefore, they may have their own education in their own language without any influence of the majority language, culture or religion.

2.5 Bilingual Education in Contexts other than Bhutan

Bilingual education system in every country remains unique to its context. However, this sort of system exists and is followed in other parts of the world. Although Bhutan's bilingual education may not be same as that of Canada, United States of America and other countries, studying and analyzing bilingual education in those contexts would be beneficial in drawing insights into diverse practices, types and models, challenges and solutions, which, further would be helpful in the implementation and development of the best system in Bhutan.

In the United States of America, the bilingual education system came with the approval of the Bilingual Education Act as the Title VII of the Elementary and Secondary Act of 1965 under President Lyndon Johnson in January 1968 (Suefuji, 2019). The main objective of the passage of

this Act was to meet the educational needs of limited English-speakers in the country and provide financial assistance to design the educational system and programs to meet these needs (Suefuji, 2019). Although the United States of America has long been the host country for many immigrants, it was not until the large flow of Cuban immigrants to Florida as a result of the Cuban revolution in 1963 that the first bilingual school was recognised in the country. Therefore, the Bilingual Education Act is considered as the response to the assimilation of immigrants in the American schools (Nunez, 2019).

Canada has long been facing social and linguistic inequities among English-speaking and French-speaking groups. Although French had played significant roles during the colonization and development of Canada, it has been sidelined in many aspects such as legislation, society and economy where using French was prohibited. Consequently, the French-speaking and English-speaking Canadians faced social and linguistic inequities among each other, especially in the province of Quebec. “The “Quiet Revolution” in Quebec in the 1960s saw political, social and even military action fighting for equal and balanced status and power between English and French and to even have higher status for French in Quebec (Genesee & Gandara, 1999).”

Therefore, French immersion programs were started in Quebec in the mid-1960s, with the aim to address the social and linguistic inequities among French-speaking Canadians and English-speaking Canadians. The first immersion class was launched in September 1965 which was primarily aimed at making students competent in French, both writing and speaking, English-language development at normal level and academic successes, moreover, to have respect and appreciate French Canadians, their language and culture and also to appreciate and respect English Canadian culture (Genesee & Gandara, 1999).

In Indonesia, bilingual education was developed as a response to growing needs and competition around the globe. The globalization and English as a global lingua franca has had immense influence in diverse dimensions of life and contexts around the globe. And Indonesia is no different. Therefore, bilingual education in Indonesia was aimed at availing equal opportunity and privilege in education, opportunities around the world and to be able to face competition at local, national and international level (Ozfidan, 2016). With English being recognized and accepted as a global lingua franca, the government of Indonesia made an effort to start this initiative.

In the United States of America, the bilingual education programs range from transitional to dual language programs (Suefuji, 2019). Transitional bilingual education aims for the gradual transition from the native language to English with simultaneous use of both the languages in the classrooms. While it uses native language in earlier stages, it gradually shifts to English. In Maintenance Bilingual Education, both the native language and English as a second language is given equal importance. It aims to develop English as a second language and also preserve the L1 of the students. Therefore, classes are carried out using both languages with equal emphasis on bilingualism and cultural preservation and the preservation of native language. The dual language program uses both languages and aims to make both the minority language speakers and native English speakers bilingual (Suefuji, 2019). The dual language program uses both languages as the language of instructions. These bilingual programs help students become proficient in both languages and also stimulate cognitive facility and also enhance academic performances.

Unlike America, Canadian bilingual education uses French immersion programs and various types and models of it. There are three models of immersion bilingual education such as early immersion, middle immersion and late immersion (Ozfidan & Aydin, 2017). Early

immersion bilingual education is characterized by full French instruction except for English Language Arts at the elementary level (Ozfidan & Aydin, 2017). It starts from Grade 1 and continues up to Grade 12. The teachers in this model are usually fluent in both French and English and therefore, it is considered to be the most efficient program. Middle immersion constitutes a mix of early and late immersion programs and it starts from Grade 3. According to Peirce & And (1993) in Ozfidan & Aydin (2017), students in the middle immersion programs sometimes perform better than the students in late immersion. In Late immersion, except for English and language arts, the core subjects are all taught in French. This program begins from Grade 7 and continues up to Grade 12.

Indonesian bilingual education aims to promote proficiency in English language while also maintaining the national and local languages. In order to integrate English language in the curriculum and implement the bilingual education programs, the Government of Indonesia established Pioneer International Standard Schools such as SBI (Sekolah Bertaraf Internasional) or RSBI (Rintisan Sekolah Bertaraf Internasional) (Sujarwo & Jayanti, 2019). However, there have been concerns raised about the national language and native languages being neglected due to more emphasis on English. Although there were these concerns, bilingual education in Indonesia was quite a success which helped students become proficient in English and become competent to compete on a global level which was the underlying goal of implementation of bilingual education and instruction in the country.

2.5.1 Challenges in implementing Bilingual Education

The implementation of bilingual education comes with its own challenges and limitations. Although bilingual education has been successful, for instance, Canadian immersion programs saw

students outperforming those students from monolingual schools, it comes with its own set of challenges.

In the USA, although bilingual education programs have been implemented with the amendment of the Bilingual Education Act (Title VII), it still faces some challenges. As bilingual education is not a countrywide initiative, the implementation of bilingual education differs from one state to another. Therefore, the success of bilingual education depends on the educational policy of the state where it is implemented, and policies sometimes hinders the effective implementation of bilingual education. One of such is Proposition 227 of the State of California which restricted bilingual education with the mandate of using English as the only language of instruction. This resulted in the shortage of qualified and certified bilingual teachers. This calls for the strategies and training programs to nurture certified bilingual teachers (Suefuji, 2019). Moreover, with the large influx of immigrants and the increased numbers of English Language Learners from different language backgrounds, it calls for effective educational strategies and policies which would support both English language learning and the preservation of native languages.

In Canada, there have been growing concerns over the availability of qualified teachers in French immersion programs, like in the United States of America. In particular, there has been an acute shortage in the number of bilingual teachers at the secondary level, the phase that requires specialized content knowledge and language proficiency in French (Ozfidan & Aydin, 2017). The teachers whose native language is French do not follow proper training for the teaching before joining the service because they are fluent in French and the qualifications of the teachers has been a question. This calls for the specific and relevant professional training and programs for the teachers.

According to Ozfidan (2016), bilingual education in Indonesia officially started in the year 2004. Since its inception, it gained its popularity over the years. However, this initiative has not been noble to all. One of the issues was the disparity and division between high class and the low class people. Critics argued that bilingual programs are enjoyed by high class people and it was a discrimination against lower class people. Moreover, it was argued that bilingual classes enjoyed better facilities than regular classes.

Lack of competent and professional teachers is another issue that Indonesian bilingual education is facing. The nature of bilingual education programs requires teachers who are equally competent in both first language and the target language. However, bilingual teachers in Indonesia are not sufficiently proficient in English. In most cases, teachers are found to be using English for only opening remarks and closing remarks in the class rather than using it simultaneously with Indonesian. Moreover, it was found that teachers are less enthusiastic to teach bilingual programs (Ozfidan, 2016). This shows that the implementation of bilingual education was not a gradual process as there are no professional and competent bilingual teachers in the country. This calls for systematic and professional training and initiatives for the bilingual teachers.

To conclude, bilingual education in The United States of America, Canada and Indonesia sheds light on its historical contexts, approaches and impacts and benefits of bilingual education such as better cognitive ability and enhanced academic performances. However, challenges such as the shortage of qualified and certified teachers and socio-economic disparities need to be addressed so that bilingual education can reach many and benefit all.

2.6 The Bhutanese Education System

Wangchuk (2016) in Wangdi (2019) states that Bhutan is essentially a bilingual society because there is a simultaneous use of two languages in every grade level and every school and

students learn two languages in the same grade. The Bhutanese curriculum uses both Dzongkha, the national language and English, the global lingua franca both as the medium of instruction and subjects. Until 1914, there was only monastic education where people learned religious philosophies in Choe-Kay (Tibetan language) and religious mask dances. In 1914, during the reign of the First Hereditary King of Bhutan, Gongsar Ugyen Wangchuk, the first modern school was established in the country. The then king also sent Bhutanese students to study in some parts of India (Gyeltshen and Zangmo, 2020). Upon the Royal command, modern education was started in 1914 and English was brought as one of the curricula in the education system along with Hindi, English, Mathematics and Dzongkha. The then language of instruction was Hindi and Dzongkha (Gyeltshen and Zangmo, 2020). However, it was during the reign of Third King Jigme Dorji Wangchuck, referred to as the “Father of Modern Bhutan” that the educational system and the curriculum were systematized. It was during his reign the “English Medium Schools” were established in the country (Wangdi, 2019), with English and Dzongkha as the mediums of instruction, with Hindi being replaced by English. Since then, English and Dzongkha remained as the mediums of instruction in the country, even to this day.

The education system of Bhutan is divided into three levels: a year-long pre-primary education (Kindergarten), primary education, secondary and tertiary education. Secondary education is further divided into three levels: lower secondary (grade 7-8), middle secondary (grade 9-10), and higher secondary (grade 11-12). In lower primary classes (grade PP-III), out of three subjects taught, Dzongkha is taught in its own medium whereas, English and Mathematics are taught in English medium. In other levels of education, English is the medium of instruction except for Dzongkha subject that is taught in Dzongkha language. In essence, the Bhutanese education system is characterized by majority of the subjects being delivered in English language

and only one subject in Dzongkha language. From the pre-primary to the tertiary, the system is the same except for the students pursuing undergraduate in Dzongkha field in University level.

2.6.1 The Bhutanese Language Policy

“A country’s language policy may be examined in terms of its overt and covert policies” (Wangdi, 2015). Schiffman (1996) in Wangdi (2015) defines overt policy as explicit, formalized, exhibited and codified, whereas, covert policy as implicit, informal, unstated and latent.

Section 8 of Article 1 of the Constitution of the Kingdom of Bhutan states that, “Dzongkha is the national language of Bhutan.” Moreover, Article 4, Section 1 of the country’s constitution states that language and literature should be preserved, safeguarded and promoted in addition to the other forms of cultural heritage that Bhutan has (Wangdi, 2015). These reflected policies offer the guidelines for the preservation and promotion of the national language and also other languages.

With the establishment of the Dzongkha Development Commission under the leadership of His Majesty the Fourth King Jigme Singye Wangchuck in 1989, the language planning efforts and policies are carried out extensively in the country. As noted in Wangdi (2015), one of the most notable efforts of the Dzongkha Development Commission is the identification of four policy objectives: 1) to enhance the Dzongkha proficiency of the Bhutanese; 2) to enhance the Dzongkha-English bilingual proficiency of the Bhutanese; 3) to develop and promote the national language through the other native languages of Bhutan; and 4) to develop and promote the national language through information and communication technology. The national language planning and policy constructions are carried out based on these objectives.

In conclusion, the literature review has revealed a wealth of research conducted on bilingual education, classification of its model, goals and outcomes and challenges in various

contexts and countries like Canada, USA and Indonesia. In this regard, Suefuji (2019) and Nunez (2019) have discussed the implementation of bilingual education, challenges and models of American bilingual education in the United States and Genesee & Gandara (1999) and Ozfidan & Aydin (2017) have explained bilingual education in the context of Canada, types of Canadian immersion program and the challenges in Canadian bilingual education. Moreover, Ozfidan (2016) conducted his studies on the bilingual education system in Indonesia, the challenges and criticisms of bilingual education. However, there are several research gaps pertinent to the bilingual context of Bhutan.

While there are lots of studies carried out on the bilingual education and its impacts in various contexts, there are noticeable gap in the research conducted in the context of Bhutan particularly. This study, therefore, aims to fill the gap by examining how teachers and students from Bhutanese primary schools perceive this system, what challenges they face, how this system is impacting the teaching and learning experiences of teachers and students, and the current scenario of bilingual education. Moreover, it will examine the teacher training needs, programs and strategies. By exploring these under-researched aspects and areas, this study offers new insights into the bilingual education in the context of Bhutan.

CHAPTER THREE: METHODOLOGY

This chapter discusses the methodology adopted and applied to conduct the current study. It describes and discusses the research design, participants and sampling, research instruments, the process of data collection and the data analysis procedure of this study.

3.1 Research Design

This study was conducted to examine the attitudes and perceptions of Bhutanese teachers and students towards bilingual education system in primary schools of Bhutan. For this paper, a mixed-method approach was employed and it was chosen for its comprehensive nature. The integration of both qualitative and quantitative approach has allowed and enabled the researcher to carry out more comprehensive study on the research topic and the underlying research questions. Moreover, it allowed the researcher for the more comprehensive and in-depth discussion of the findings of the study. For example, the survey results revealed the neutral stance of the participants in certain aspects and the interviews provided in-depth insights into the probable factors that lead participants to feel uncertain regarding these responses.

The quantitative approach involved surveys with structured questions and qualitative approach involved semi-structured interviews. The quantitative approach allowed the researcher to gain the broad data regarding the perception and attitudes of the teachers and students towards bilingual education, the current bilingual practices, strategies, benefits and challenges. While the qualitative approach allowed for in-depth study of the perspectives of the teachers, the underlying challenges, the strategies used to mitigate those challenges, the benefits and effectiveness of bilingual education and the current policies.

The mixed-method approach employed for this study followed a sequential explanatory method where the collection and analysis of the quantitative data was carried out first, followed

by the qualitative data. This allowed the researcher to collect qualitative data with the emerging themes of the survey data. For instance, if the survey findings indicated that the current policy is not effective, the interviews then followed the in-depth examination on how the current policy restrict teachers from implementing bilingual education. Thus, the integration of both qualitative and quantitative method allowed the researcher to capture both broad and in-depth perspectives and to interpret survey findings along with the interview findings.

3.2 Participants and Samplings

The participants for this study were primary school teachers and students from Bhutan. For the quantitative survey, a total of 60 participants were chosen with 20 primary school teachers and 40 students from primary schools across four regions of Bhutan.

Table 1

Teacher Participants

Category	Sub-Category	Percentage
Gender	Male	35%
	Female	65%
Age	Under 25	15%
	25-34	75%
	35-44	10%
	Less than 1 year	35%
	1-5 years	30%

Years of Teaching Experience	6-10 years	20%
	11-15 years	15%
Educational Qualification	High school	10%
	Bachelor's degree	80%
	Master's Degree	10%
Region of the School	Western Bhutan	25%
	Central Bhutan	25%
	Eastern Bhutan	25%
	Southern Bhutan	25%
Grade Level Teaching	Pre-primary	12.31%
	Grade 1	10.77%
	Grade 2	9.23%
	Grade 3	12.31%
	Grade 4	18.46%
	Grade 5	20%
	Grade 6	16.92%
	English	28.57%
	Mathematics	24.49%
	Science	12.24%

Subject(s) Teaching	Social Studies	20.41%
	Dzongkha	4.08%
	Others	10.2%

Table 2*Student Participants*

Category	Sub-Category	Percentage
Gender	Male	50%
	Female	50%
Age	Under 10	5%
	10-12	67.5%
	13-15	25%
	15 and Above	2.5%
Grade Level Studying	1	2.5%
	3	2.5%
	4	7.5%
	5	70%
	6	17.5%
	Western Bhutan	25%

Region of the School	Central Bhutan	25%
	Eastern Bhutan	25%
	Southern Bhutan	25%

And of the total participants, 10 teachers were selected for the interviews. There were equal representation of the participants for survey from each of the four regions, with 5 teachers each from Eastern, Western, Central and Southern Bhutan and 10 students each from each region. Similarly, there are 2 teacher representations from each of the regions for the interview and another 2 participants were chosen randomly, according to their availability, from the Western Bhutan, making total of 10 teacher participants for the interview.

A stratified sampling technique was used for this study. This sampling approach ensured the representation of participants from different regions of the schools such as rural and urban settings. This allowed for the comprehensive collection of the data on the perceptions of bilingual education in diverse contexts, ensuring the diversity.

3.3 Research Instruments

For this study, the instruments chosen were structured surveys and semi-structured interviews. The survey consisted of multiple choice and checklist questions for both student and teacher participants on the perception and attitudes of teachers and students towards bilingual education. The survey questions for both teacher and student participants included demographic questions, questions on perceptions and attitudes towards bilingual education, current practices in bilingual education and challenges in bilingual education. Surveys are then distributed to the participants through Google form and Gmail. And also the researcher visited personally to some

students to explain survey questions, the students from the nearby areas. For those students that the researcher could not visit personally, the researcher requested the teachers in those school to explain survey questions to the students. That way, survey were collected.

The semi-structured interviews were conducted with 10 teachers which were selected from the survey participants, gathering deeper insights into the experiences and attitudes, challenges faced in implementing bilingual education and teaching strategies and mitigation strategies. The semi-structured interviews were conducted through Google meet and while carrying out the interviews, the researcher provided additional explanations when the participants were not able to understand the questions.

3.4 Data Collection Procedures

The data collection involved the collection of both survey and semi-interview data. The surveys were administered through Google forms and Gmail for few student participants who could not understand the questions, the researcher visited physically and explained the questions. For those students that the researcher could not visit personally, the researcher requested the teachers in those school to explain survey questions to the students.

The collection of the interview data from 10 selected teachers were conducted online through Google meet using a mobile phone. The interviews were taken in the language preferred by the teacher participants and were mostly carried out in the Dzongkha language. All the interviews were conducted with the prior consent from the participants. And each interview session took the estimated duration of 30 to 40 minutes and these interviews were later transcribed for the analysis.

3.5 Data Analysis Procedure

The process of data analysis involved the analysis of the data gathered from both surveys and the semi-structured interviews. The basic data cleaning such as label defining, data formatting, transformation and consistency check were done before analyzing the data. The descriptive statistics for all the indicators were generated using the statistical software “stata” (STATA, 2019) and graphs and charts were presented using the Microsoft excel.

For the analysis of the semi-structured interviews, the collected data were transcribed, followed by coding for the identification of themes and were analyzed thematically. After conducting interviews and the recorded interviews were transcribed where the researcher carefully followed the recorded interviews and were noted down everything without skipping anything. And then the transcribed data were read carefully to find out the prominent codes and these codes were then used to identify themes for findings and discussion section of this study. These interview findings are then integrated with the survey results in the discussion to provide comprehensive understanding of the research topic.

3.6 Ethical Considerations

Ethical standards are maintained throughout the study. This involved getting consent from the participants for the interviews, upholding privacy and secrecy while presenting the analysis and also respecting and embracing the sentiments, culture, comforts and preferences. For both surveys and interviews, the researcher took the consent from the participants. Moreover, while presenting the data, the researcher used pseudonyms. Furthermore, no data were manipulated and were presented as it is. This study did not violate any of the ethical standards.

CHAPTER FOUR: RESULTS AND FINDINGS

4.1 Introduction

This chapter presents the results of teacher and students surveys and teacher interviews on bilingual education in Bhutanese primary schools. This section presents comprehensive overview of the bilingual education in Bhutanese primary schools, the current bilingual practices, attitudes and perceptions of teachers and students and the challenges faced in bilingual education, drawn from the surveys and interviews.

4.2 Teacher Survey

The survey items were designed to examine the perceptions and attitudes of teachers and students Bhutanese primary schools, challenges and benefits which are the underlying objectives of this. Therefore, rather than presenting each item from the survey, the consistent items are grouped together to derive themes such as current practices in bilingual education, perceptions and attitudes of teachers and students towards bilingual education, challenges in the implementation of bilingual education, benefits of bilingual education, professional development and bilingual trainings and effectiveness of the current policy. These themes were derived through merging survey questions and responses.

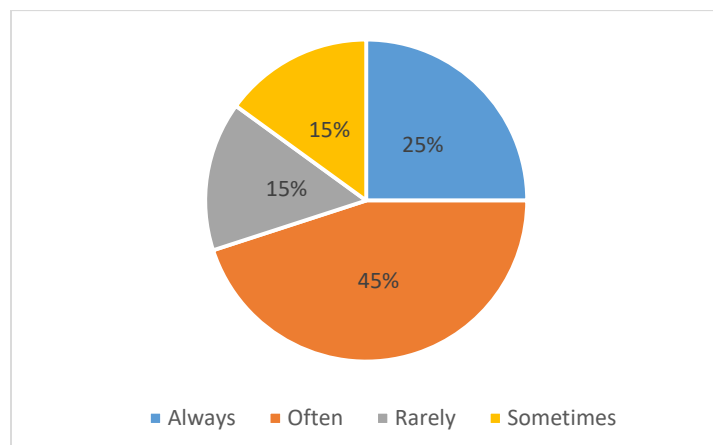
4.2.1 Current Practices in Bilingual Education

The figure below shows how often teachers use both Dzongkha and English for classroom instructions. The findings show that majority of the teachers use and integrate both English and Dzongkha regularly in their classroom instruction with total of 70% of the teachers (Figure 1) indicating that they incorporate and use both languages either always or often in teaching,

indicating the high frequency of bilingual instruction. This suggests that teachers understand the benefits of bilingual education on students' learning experience and outcomes.

Figure 1

Using Both Languages for Classroom Instruction



However, notable portion of teachers using both Dzongkha and English rarely or sometimes highlights the need to incorporate both languages consistently and regularly in classroom instructions.

The teacher participants were then asked about the strategies they use in bilingual education. The strategies used by the teachers in bilingual education reveals that the teachers use multiple and diverse sets of strategies ranging from concept translation to using visual aids, with translation of the concepts from one language to another being the most common strategy.

The results of the question on when teachers use alternative language in the classroom shows the various contexts in which teachers use alternative language. The majority of teachers (30%) reported that they use the alternative language to introduce new concepts, provide additional explanations, discussions and providing instructions. The results show that teachers both languages in various facets of lessons such as introducing new concepts, providing additional explanations,

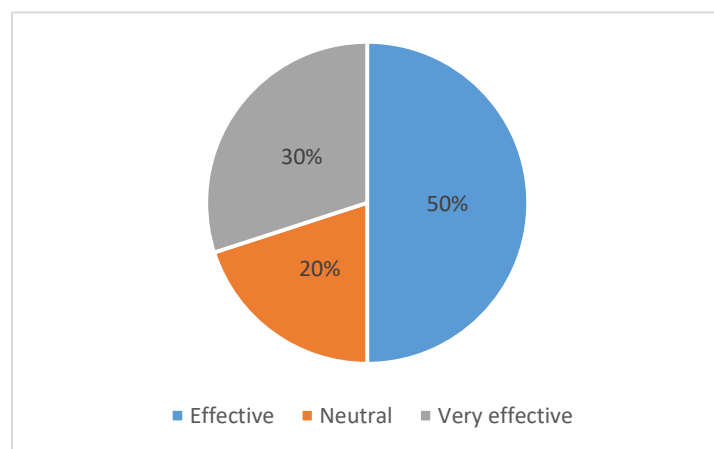
to facilitate discussions and providing instructions which reflects the use of bilingual education to facilitate students' comprehension of the lessons and concepts and engagement.

4.2.2 Perceptions and Attitudes towards Bilingual Education

The findings of this study reveal that majority of the teachers' perception regarding the effectiveness of bilingual education in enhancing students' academic performances is positive. The figure shows that 50% of teachers (Figure 2) perceive bilingual education to be effective in enhancing academic outcomes of the students. Additionally, 30% of the teachers reported that they believe bilingual education is very effective in bettering students' academic performances. This shows that the majority of the teachers surveyed perceive that bilingual education is effective, indicating positive attitude towards bilingual education, further suggesting that majority of the teachers support and strongly endorse bilingual education.

Figure 2

Effectiveness of Bilingual Education in Enhancing Students' Performances

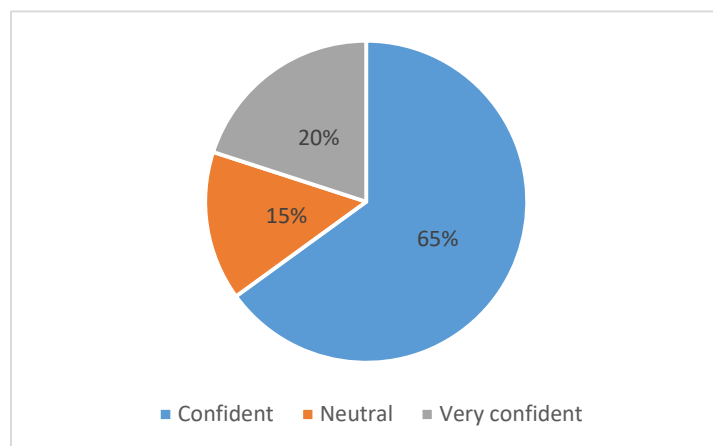


In essence, the majority of the teachers perceive bilingual education effective in enhancing learning outcomes of students. This indicates that bilingual education has positively impacted students' academic performances.

Moreover, the majority of the teachers reported that they are confident to teach in bilingual settings, indicating they are prepared and capable to implement bilingual education, use bilingual instructions and the strategies and to mitigate the potential challenges of the bilingual education.

Figure 3

Confidence in Teaching in Bilingual Setting

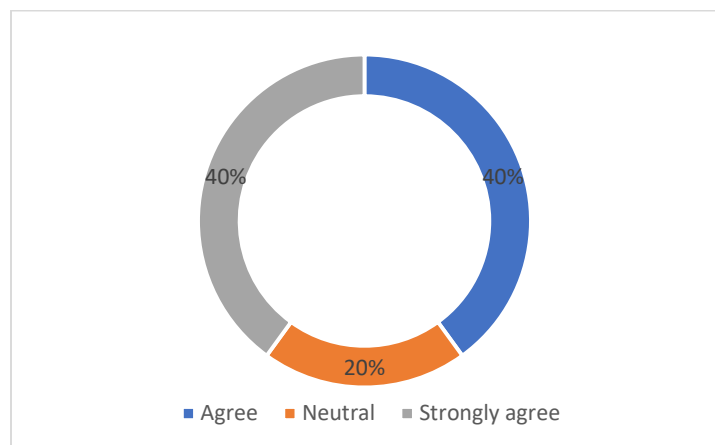


The figure above presents the data on how confident teachers feel in teaching in bilingual environment. The data reveals that the majority of the teachers (65%) are confident in teaching in bilingual setting. Additionally, 20% of the surveyed teachers (Figure 3) indicated that they are very confident in teaching in bilingual setting. This suggests that teachers are well-prepared and equipped to teach in bilingual environment. It further indicates that they are capable and confident in teaching students in both the languages which shows their positive attitudes towards bilingual teaching practices.

Furthermore, the teachers' perception regarding the impact of bilingual education in the development of cognitive abilities of the students reinforces the positive outlooks towards the bilingual education. With 80% of the teacher (Figure 4), either "agreeing" or "strongly agreeing" with bilingual education enhancing the cognitive development of the students indicate the positive attitude of teachers towards bilingual education.

Figure 4

Impacts of Bilingual Education on Students' Cognitive Development.



Of the total teachers surveyed, 40% of them strongly agreed that bilingual education enhances cognitive development of the students and additional 40% reported their supportive stance by agreeing that bilingual education enhances students' cognitive development. Overall, 80% of the teachers believe that bilingual education helps develop students' cognitive abilities. This suggests that the bilingual education enhances the cognitive abilities of the students.

4.2.3 Challenges in the Implementation of Bilingual Education

The teachers in the Bhutanese primary schools reported that they are facing several challenges in the implementation of bilingual education. The lack of resources, insufficient training related to bilingual education, lack of support from the administration and large class sizes are the challenges that teachers reported to be facing in implementing bilingual education. Among these, lack of resources, insufficient bilingual trainings and lack of support from the administration are the most frequently cited challenges.

Therefore, it is crucial to address these issues which otherwise can hinder teachers from delivering bilingual education effectively. For the bilingual education to be effective and properly

implemented for the benefits of students, it is critical to provide sufficient resources, targeted trainings for the teachers and more support from the school administration. Doing these could allow teachers to implement and facilitate bilingual education effectively.

4.2.4 Benefits of Bilingual Education

While asking about the benefits of bilingual education, the teachers found several benefits of bilingual education such as enhanced academic outcomes of the students, improvement in students' language skills, increased engagement and better understanding of diverse cultures. The teachers acknowledged that bilingual education has benefitted students in many ways, with the majority emphasizing the improvement in students' language skills, enhanced academic outcomes and engagement. These positive responses from the teachers regarding the benefits of bilingual education indicates that the bilingual education significantly impacts students in terms of their performances, language skills and classroom engagement reflecting the importance of bilingual education in enhancing students' learning experiences and outcomes, language skills and understanding of different cultures.

4.2.5 Professional Development and Bilingual Trainings

The findings of this study reveal that the majority of the teachers did not receive PDs and bilingual trainings, with 65% of the surveyed teacher (Table 1) indicating having not received any PDs and training related to bilingual education.

Table 1*Frequency of PD and Bilingual Training Received.*

4. What is your educational qualification?	6. How often do you receive professional development or training related to bilingual education?		
	Never	Once a year	Total
Bachelor's Degree	10	6	16
High school	1	1	2
Master's Degree	2	0	2
Total	13	7	20

While another 35% of the teachers indicated that PDs and bilingual trainings are received once a year. This suggests that teachers are not given opportunities to further their bilingual skills to teach bilingual lessons. Professional developments and trainings related to bilingual education is critical in effective implementation of bilingual education. The lack of such opportunities and programs and trainings may hinder the effective implementation of bilingual education and may deprive teachers from knowing about the best bilingual strategies which is crucial for instruction. Providing bilingual trainings and workshops would help teachers equip with the best bilingual practices and strategies which would allow them implement bilingual instruction effectively, ultimately impacting students' learning experiences and outcomes.

4.2.6 Effectiveness of Current Bilingual Education Policy in Bhutanese Primary Schools

The perceptions of the teachers regarding the effectiveness of the current policy of bilingual education reveal that majority of the teachers neither regard current bilingual policy effective nor ineffective. Of 20 teacher participants, 45% of them indicated they neither agree nor disagree with it. The majority of the teachers reporting their neutral stance regarding the effectiveness of bilingual education policy suggests that teachers are unsure about the bilingual education policy

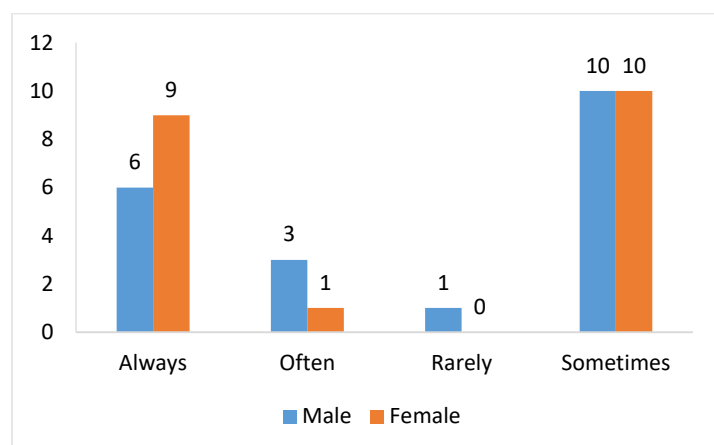
in the country in making positive impacts. Additionally, 20% of the teachers reported that the current policy is not effective or very ineffective. However, 35% of the teachers reported that they “agree” or “strongly agree” that current bilingual policy is effective. The certain portion of teacher agreeing and disagreeing regarding the policy calls for the evaluation of the policy to make it effective.

The findings showing that the majority of the surveyed teachers reporting their neutral stance raises concerns about how well informed the teachers are about the policies in the country. Therefore, engaging teachers in bilingual policy implementation and informing them about the policies and practices could address these concerns and could have teachers clearly informed about the bilingual policies and practices.

4.3 Student Survey

4.3.1 Current Practices in Bilingual Programs

The chart below represents the frequency of the usage of both the languages by the teachers in the classrooms according to students. The chart shows that both English and Dzongkha is used often, however, with varying level of frequency, where 37.5% of the student participants (Figure 5) reported that usage of both the languages in the classroom occurs always. Whereas, majority 50% reported that their teachers use both the languages sometimes. And only 12.5% of the students reported that it is used rarely or often.

Figure 5*Frequency of Bilingual Language Use in Classrooms*

This shows that although bilingual education is widely practiced in primary schools of Bhutan, there is differences in how consistently it is practiced. As reported, although 37.5% of the students embraced full bilingual practices, and no students reporting “never” response, the larger portion of the students (50%) reported that usage of both languages occurs sometimes only, highlighting the challenge of inconsistency.

The findings regarding the methods, according to the students, that teachers use to make bilingual lessons engaging and understandable show that teachers use various teaching methods to make bilingual lessons comprehensive and interesting such as simplifying language, providing translations, using visual cues and encouraging peer support. This suggests that various strategies and methods are used to support students’ bilingual learning, among which the language simplification method is reported by the students to be most commonly used and effective approach.

The table below presents the provision of additional support by teachers in the language preferred by students. As reflected in the table below (Table 2), the majority of the students (57.5%) reported that they always receive additional support from their teachers in the language

they prefer and feel comfortable with. And additional 15% indicated receiving it often. On the other hand, 22.5% of the students reported that they receive additional support in their preferred language sometimes. And notable 5% of the students indicated they receive it rarely.

Table 2

Additional Support Received by the Students by Region

Region	Additional Support				
	Always	Often	Rarely	Sometimes	Total
Central Bhutan	10	0	0	0	10
Eastern Bhutan	8	1	0	1	10
Southern Bhutan	2	5	0	3	10
Western Bhutan	3	0	2	5	10
Total	23	6	2	9	40

The findings reveal that the majority of the students receive the additional support in the language they prefer regularly and consistently across the regions. In Central Bhutan and Eastern Bhutan, the significant portion of the students indicated receiving additional support in the preferred language always. In Central Bhutan, all the students reported that they receive additional support in language they prefer “always” and in Eastern Bhutan, the majority (80%) of the students (Table 2) indicated receiving additional support in the preferred language always and the remaining 10% of the students reported that they receive often and other 10% indicated receiving sometimes.

However, in Southern Bhutan, the majority of the students reported that they received additional support in the preferred either often (50%) or sometimes (30%). And only 20% of the students indicated receiving additional support in the preferred language always. Similarly, in

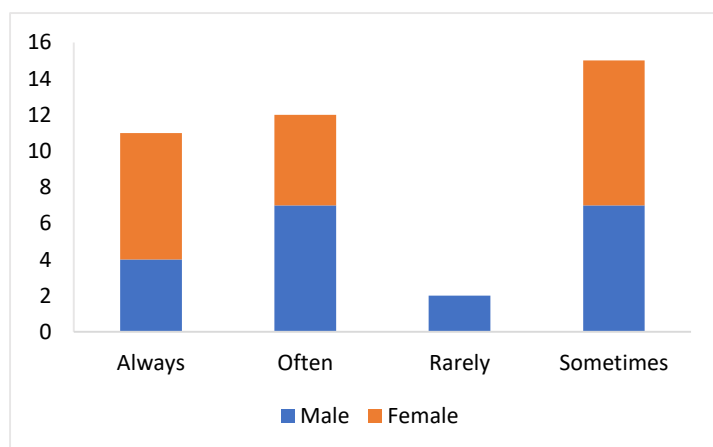
Western Bhutan, only 30% of the students indicated receiving additional support in their preferred language always, whereas the majority of the students (50%) indicated receiving sometimes only and another 20% receive rarely.

Overall, the findings reveal that the majority of the students (57.5%) always receive additional support in the preferred language. However, there are certain students not receiving this privilege, suggesting that some students are left without access to the necessary support and assistance which would ultimately impact their learning outcomes. Moreover, there are regional variations in how frequently the additional support are received by the students.

The figure below presents the frequency of feedbacks received by students from their teachers in both languages. According to the findings, 57.5% of students (Figure 6) reported that they receive feedback in both languages from their teachers “always” or “often”. However, notably, 42.5% of students reported receiving bilingual feedback either “sometimes” or “rarely”. Moreover, there are regional differences in the frequency of the additional support received. This suggests the need for equal distribution of the resources and support across the regions.

Figure 6

Frequency of Bilingual Feedback.



While significant portion of students reported receiving regular and consistent feedback in both languages, the majority of respondents indicated experiencing inconsistent and irregular bilingual feedback. Regular and consistent feedback in both languages is crucial as it helps students understand their strengths and weaknesses which ultimately help them improve their language. On the other hand, if students are not given regular and consistent bilingual feedback, it may hinder them from developing their bilingual skills as they may not know where they lack and where they need to improve.

The findings regarding the strategies used by the teachers to encourage students' bilingual participation and engagement in Bhutanese primary schools reveals the use of strategies such as language-specific tasks, language rotation and rewards. Among these strategies, the findings reveal that the common strategies used is assigning language-specific tasks, with the majority of the students (37.5%) reporting that their teachers assign language-specific tasks to encourage the use of both languages in classroom discussions and activities. The language-specific tasks require students to use one particular language for specific activities. This strategy helps students to develop proficiency in languages separately as it require students to focus on one particular language for specific tasks in a structured setting. Moreover, the use of language rotation would help students develop their bilingual proficiency and fluency.

The use of both structured tasks such as tasks specific to language and language flexible tasks such as language rotation suggest that teachers employ various methods to encourage students to use both English and Dzongkha in class discussions and activities.

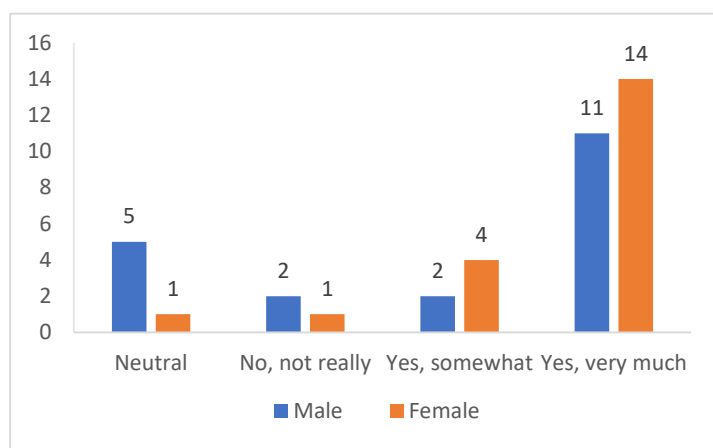
4.3.2 Perceptions and attitudes towards Bilingual Education

The findings regarding the attitudes toward learning in both the languages show a positive outlook towards bilingual education with the majority of students enjoying bilingual learning. As

reflected in the figure below, 62.5% of the students (Figure 7) reported that they enjoy learning in both languages “very much”.

Figure 7

Enjoyment of learning in both Dzongkha and English



This suggests that majority of the students are motivated and enthusiastic about learning in both Dzongkha and English. This motivation and enthusiasm reflects positive perceptions and attitudes towards bilingual education.

Table 3*Perception of Learning in Two Languages*

6. To what extent do you agree with the following statement: "Learning in two languages helps me understand my subjects better"?	Sex		
	Male	Female	Total
Agree	2	5	7
Disagree	1	1	2
Neutral	1	1	2
Strongly agree	15	13	28
Strongly disagree	1	0	1
Total	20	20	40

The table above (Table 3) shows the data on the perceptions of students in surveyed schools regarding learning in two languages helping them understand subjects better. The majority of students (87.5%) in surveyed schools either “strongly agreed” or “agreed” that bilingual learning helps them with better subject comprehension. This indicates that bilingual learning enhances the understanding of subjects.

4.3.3 Challenges in Bilingual Education

The data on the challenges faced by students in bilingual education reveals the number of challenges such as difficulty in lesson comprehension, difficulty with homework, language confusion and lack of adequate resources. Among these challenges, it is reported by majority of students (40%) that they struggle in doing home works. It suggests that the major setback that students face in bilingual education is difficulty in doing homework. It could be due to lack of proficiency in either of the language. For instance, teachers might be translating English concepts

in Dzongkha language and while doing English homework, students are not able to transfer the concepts explained in Dzongkha language to doing homework of English subjects and vice versa.

Other challenges reported by students are lack of resources, language confusion and understanding lessons. Therefore, it is crucial to address these challenges. In order to mitigate these challenges, teachers may provide additional and adequate support to students in doing homework, and school should provide bilingual resources to students. Moreover, teachers may provide language practice which would develop their proficiency. Doing these would help students overcome the challenges they face in bilingual education and ultimately enhancing their learning experience and performances.

4.3.4 Benefits of Bilingual Education

The findings on the benefits of bilingual education experienced by students in the surveyed schools show that students are benefitted from bilingual education in various aspects. It revealed that some of the benefits of bilingual are enhanced language skills and academic outcomes, understanding diverse cultures and enjoyment of learning, amongst which better language skills is reported most frequently. Moreover, students acknowledged that bilingual education has enhanced their learning outcomes. It was also indicated that bilingual education has helped them understand diverse cultures and also made learning enjoyable.

The findings reveal that bilingual education has benefitted students in various aspects. This reflects the potential advantage of bilingual education in students' learning experiences and outcomes, and also their language skills and cultural competence.

4.4 Interview Findings

4.4.1 Current Practices in Bilingual Education

Teachers in Bhutanese primary schools integrate both English and Dzongkha in delivering their lessons to facilitate the understanding of the concepts. Mr. Dodo stated, “When I teach English subjects, most of the time I use English only. However, I sometimes switch to Dzongkha to make concepts clearer to the students.” Another teacher said, “I translate English concepts into Dzongkha and then again I come back to English language.” These responses from the teachers reveal that teachers use bilingual approach to deliver lessons effectively and make concepts comprehensible for the students.

Moreover, teachers allow students to use Dzongkha language when assigning group discussions in the classroom as it is preferred by the students, resulting in enhanced participation and engagement. Mr. Dendrup said, “The instructions are given in English language and follow-ups are carried out in Dzongkha. My students have the freedom to use any of English or Dzongkha language, whichever they prefer and are comfortable with.” This particular method help students engage better especially for those struggling with English language.

4.4.2 Perceptions and Attitudes towards Bilingual Education

The teachers showed positive attitudes towards bilingual education, regarding it as effective in making students understand lessons better. One of the teachers mentioned, “I first introduce concepts in the English language further followed by explanations in Dzongkha. It is very effective in making concepts clear to the students.” This shows that teachers perceive bilingual education as an essential teaching strategy which fosters learning experiences of the students from the diverse language background. However, some teachers expressed that bilingual education is not effective. For instance, Mr. Tshering said that his involvement in bilingual

education instruction has been more out of necessity than choice. “Bilingual education in our context is not as effective as it is intended to be. Bilingual education has resulted in students not being able to achieve proficiency in either of the languages, contrasting its aim of developing proficiency in both languages,” he added. Moreover, Mrs. Xanyel expressed that while bilingual education is effective in facilitating the teaching and student learning, there is a potential risk of bilingual education leading to imbalanced language development and proficiency of the students.

4.4.3 Challenges in the Implementation of Bilingual Education

Teachers in Bhutanese primary schools face several challenges in the implementation of bilingual education such as lack of resources and policies restricting the use of bilingual instruction. Many teachers expressed that there is no bilingual teaching materials such as bilingual textbooks. Mrs. Wangmo said, “One of the main challenges is the lack of adequate resources such as bilingual textbooks. The only bilingual textbook we have so far is the Dzongkha-English dictionary and this only covers word translations but not the translations of concepts and sentences.” Another teacher mentioned, “I feel that the textbooks for the primary schools should contain translations in it because it will save time and students will learn faster and learning would be easier. Government should work onto this, in my opinion.” The lack of bilingual resources and materials have left teachers in Bhutanese primary schools relying on concept translation, challenging the effective implementation of bilingual education.

Additionally, teachers expressed that the curriculum mandating the use of only mandated and subject oriented language complicates the effective implementation of bilingual education. One of the teachers said, “Our curriculum mandates us to use only the language that is mandated for the subject. For example, only English for the English subjects.” This restricting policy discourages teachers from implementing bilingual instruction although it benefits students. For

instance, Mr. Chokpo said “using bilingual instruction is challenging because if we are seen using it, we are given negative remarks by our administration which ultimately affects our rating.” Consequently, teachers are often left in dilemma whether to follow the policy or to implement bilingual instructions to support students’ learning.

Despite these challenges and obstacle, teachers believe that using both languages help students learn better as Mr. Chokpo mentioned, “The pass percentage of my class was 100% in BCSEA. This says that the impact was huge. Had I taught in English language only, students might not have been able to perform this well.”

4.4.4 Effectiveness of Current Policy

The current policy in Bhutanese curriculum which says, “English across the curriculum, except for the Dzongkha subject” reflects the imbalance use of languages in the Bhutanese primary schools. Moreover, the absence of concrete bilingual policy is concerning. Teachers highlighted the need for concrete and flexible policies that would support the bilingual practices catering to the needs of students. Mr. Dodo said, “Although we use and have been using bilingual education (instruction in both English and Dzongkha), government is yet to bring out concrete policy for this system.” He further added that government should come up with the education act and have bilingual policy reflected and have people informed about it. Moreover, Ms. Sapuna expressed the need for concrete and flexible bilingual policy to support bilingual education program and teachers to implement bilingual instructions.

4.4.5 Benefits of Bilingual Education

Despite the challenges that teachers noted to be facing, they expressed that bilingual education is beneficial for the students. It was noted that bilingual instruction has benefitted

students in understanding the concepts better and clearer and also improved the student engagement and learning outcomes. Mrs. Choden said, “If I use English language only, at some point they are left without any clue and when I use both languages simultaneously, they seem to understand more.” “I have also observed that students perform better when I use both the languages to explain concepts and lessons.” She further added.

Furthermore, some teachers expressed that students understand better when both the languages are employed. For instance, Mr. Chokpo said, “When I teach, I first introduce concepts in English language further followed by explaining in Dzongkha. It is very effective in making concepts clear to the students.” Similarly, Mrs. Xanyel observed that using bilingual instruction has enhanced the learning outcomes of her students.

4.4.6 Professional Development and Bilingual Trainings

The teachers expressed the concern regarding the lack of professional development and trainings related to bilingual education. Teachers mentioned that they did not receive any PDs and bilingual trainings exclusively other than the teaching training they received during their studies. Mrs. Xanyel expressed the need for bilingual trainings and support. She said, “I have not received any PDs and trainings related to bilingual education. I think trainings would help us develop professionally.” Similarly, Mr. Dendrup highlighted the need for bilingual trainings and workshops. He emphasized that PDs and trainings would help them equip with the knowledge and strategies of bilingual education. Teachers mentioned that lack of trainings and PDs related to bilingual education has left them to navigate the appropriate strategies and approaches on their own, expressing the concerns about how the self-developed strategies and approaches are effective. In order to implement bilingual education effectively for the benefits of the students, teachers call for the regular provision of PDs and bilingual trainings and workshops.

4.4.7 Addressing Challenges in Bilingual Education

Despite the challenges such as lack of resources, restrictive curriculum and lack of bilingual trainings, teachers in Bhutanese primary schools use various strategies to support student learning. Teachers mentioned using strategies such as differentiated instructions, code-switching, interactive activities and peer-tutoring. Mrs. Xanyel said, “I introduce concepts in English language, give additional explanations in Dzongkha language and I come back to English language.” This way, she said, her students tend to understand lessons better. Moreover, Mr. Chokpo noted using peer-tutoring and learning where high-achiever students are paired and grouped with low-achiever students. This way, he observed that students engage well. Furthermore, teachers stated that they use visual aids and also arrange extra-tutoring sessions to support student learning.

CHAPTER FIVE: DISCUSSIONS

This section discusses and interprets the findings of surveys and interviews on bilingual education in Bhutanese primary schools, exploring the perceptions and attitudes of teachers and students towards this system.

Garcia and Wei (2014) emphasizes that the consistent use of both languages can enhance the academic outcomes and language skills of the students. And in line with this existing research, the survey and interview findings reveal that majority of the teachers use and integrate both English and Dzongkha regularly in their classroom instruction with total of 70% of the teachers indicating that they incorporate and use both languages either always or often in teaching, indicating the high frequency of bilingual instruction. This suggests that teachers understand the benefits of bilingual education on students' learning experience and outcomes. Moreover, teachers mentioned using multiple and diverse sets of strategies such as language simplification, concept translation, visual aids, encouraging peer support and code-switching to make concepts clearer to the students and introducing concepts in English and provide further explanations in Dzongkha. This findings is in line with the existing research that shows employing and integrating multiple and diverse set of strategies that caters to diverse learning styles and preferences of the students, ultimately enhancing their learning experiences and outcomes (Mayer, 2009).

The findings of the study also reveals the positive perceptions and attitudes of teachers and students towards bilingual education. As it is revealed, the substantial percent of teachers (80%) indicated that bilingual education is either "very effective" or "effective" in enhancing the learning outcomes and performances of the students. This strong belief towards the effectiveness of bilingual education reflects that the positive impact of bilingual education on students' academic outcomes. Moreover, 87.5% of the students agreed that bilingual learning helps them with better

subject comprehension. This validates the research conducted by Bialystok (2011) where he highlights that bilingual students often perform better than monolingual students academically.

Furthermore, the teachers' perception regarding the impact of bilingual education in the development of cognitive abilities of the students reinforces the positive outlooks towards the bilingual education. With 80% of the teacher, either "agreeing" or "strongly agreeing" with bilingual education enhancing the cognitive development of the students indicate the positive attitude of teachers towards bilingual education. This finding resonates the existing study conducted by Cummins (2000), which claims that bilingual education enhances the cognitive abilities of the students and also the critical thinking and problem-solving abilities. However, some teachers expressed their concerns over bilingual education hindering proficiency in both languages, emphasizing the need for targeted strategies and support to achieve proficiency in both languages.

While teachers and students acknowledge the positive impact of bilingual education, it was found that they face several challenges in the implementation of bilingual education. The lack of resources, lack of bilingual trainings and PDs related to bilingual education, lack of support from the administration and large class sizes are the challenges that teachers reported to be facing in implementing bilingual education. Garcia (2009) in his studies highlights that in order for the bilingual education to be successful and effective, there should be adequate resources for the teachers and should be supported by the administrations. Moreover, students are facing challenges in terms of resources, language confusion and understanding lessons. Therefore, it is crucial to address these challenges. In order to mitigate these challenges, teachers may provide additional and adequate support to students in doing homework, and school should provide bilingual resources to students. Moreover, teachers may provide language practice which would develop

their proficiency. Doing these would help students overcome the challenges they face in bilingual education and ultimately enhance their learning experience and performances.

Moreover, the trainings and PDs are the critical factor for the bilingual education to be successful and effective. The teachers indicating lack of or insufficient trainings related to bilingual education raises concern over how prepared and well-equipped teachers are in delivering bilingual instruction. Darling-Hammond (2010) in his studies highlights that trainings and PDs are crucial to prepare teachers well for the bilingual instructions and to equip teachers with knowledge and skills of the best bilingual strategies and practices which would allow them to implement bilingual education and instruction successfully and effectively. Therefore, it is crucial to address and mitigate these issues to have bilingual education in Bhutanese primary schools implemented effectively and successfully.

Furthermore, teachers expressed that the restriction imposed by the curriculum complicate the implementation of bilingual instruction as it restricts them from using the language that is not mandated for the particular subject. This policy constraint challenges teachers in using bilingual strategies and often discourage teachers because they are negatively remarked if found using both languages in the classroom while delivering the lessons. Such restrictive policies could hinder teachers' ability to implement appropriate teaching strategies to cater to the learning needs of the students (Hornberger and Johnson, 2007). The findings call for the flexible policies that allow teachers to implement bilingual teaching strategies effectively.

However, teachers indicated that they develop their own strategies to support student learning and address the challenges despite the lack of trainings, resources and restrictive policies. Teachers reported that they have undertaken adaptive measures such as code-switching, differentiated instructions, interactive activities, peer-tutoring and extra-tutoring sessions.

Despite the challenges, teachers and students highlighted the numerous benefits of bilingual education. The benefits of bilingual education according to the teachers range from enhanced and improved language skills of the students to enhanced academic performances, reflecting that the bilingual education has positive impacts on the students in various aspects. Teachers perceive that bilingual education has benefitted students in developing linguistic skills, academic outcomes, understanding diverse cultures and also enhanced student engagement. This corroborates the research conducted by Thomas and Collier (2004) which found out that bilingual education enhances students' language proficiency and academic outcomes. The teachers observing students' language skills improved by bilingual education reflects the aim of bilingual education that is developing students' proficiency in their first and the second language.

Additionally, teachers reported that bilingual education has aided students in understanding about diverse cultures. This validates the findings of the research conducted by Kramsch (2014) where she posits that it is important to develop the intercultural competence of the students and it is one of the goals of bilingual education. Similarly, students revealed that bilingual education has helped them improve their language skills, learning outcomes and also mentioned that it has fostered their joy for learning and cultural competence. They also expressed that bilingual education has aided in subject comprehension. This shows that bilingual education has benefitted students in various aspects, reflecting the multifaceted advantages of bilingual education in students learning experiences and outcomes, and also their language skills and cultural competence.

In essence, these findings indicate that bilingual education has immense impact on students' learning experiences, outcomes, language development, cognitive development and cultural competence. It also suggests that bilingual education not only enhances the academic

successes of the students, but also the knowledge of diverse cultures of the country. The findings also calls for the necessary intervention and action from the ministry of education, curriculum developers, policymakers and other related stakeholders such as policy reforms and discussions, curricular reforms, investment in development of the bilingual resources, and professional development and trainings. The timely intervention from the stakeholders on these aspects could possibly see bilingual education implemented effectively in the Bhutanese primary schools, enhancing students' learning experiences and outcomes, language proficiency and cultural competence of the students. The benefits and impacts emphasized in this study reveal that bilingual education plays important role in enhancing the learning experiences, engagement, outcomes, linguistic and cultural competence of the students. Prospective studies could examine how these findings could be applied to the contexts other than Bhutan and explore the ways to make implementation of bilingual education effective and the best approaches and strategies of bilingual education to respond to the needs of diverse learners.

CHAPTER SIX: CONCLUSION

This study set out to examine the attitudes and perceptions of teachers and students in Bhutanese primary schools towards bilingual education. Moreover, the study explored the current bilingual practices and instructions in Bhutanese primary schools, the challenges and strategies used to address the challenges and the implications of current educational policies and curriculum.

Generally, the teachers and students in Bhutanese primary schools hold positive perception regarding the bilingual education. The participants acknowledged that the bilingual education has resulted in enhanced learning engagement and outcomes and understanding diverse cultures. Moreover, they expressed that bilingual education helped in developing language proficiency and cognitive ability. The regular integration of both languages in classroom instructions and use of various methods such as code-switching, simplifying language and translating the concepts from one language to another are some of the current bilingual practices used in Bhutanese primary schools to meet the different learning abilities and styles of the students.

However, there are several challenges that teachers and students in Bhutanese primary schools encounter in the face of implementing bilingual education. Teachers expressed that they face challenges such as inadequate resources, lack of bilingual trainings, professional development, restrictive curriculum and policy and lack of support from the school administration. Students also highlighted language confusion and lack of bilingual resources as barriers in implementing bilingual education.

Teachers have undertaken adaptive measures despite the lack of resources and trainings, policy and curriculum constraints. To support student learning and foster learning engagement and outcome, teachers employ multiple and diverse set of strategies such as simplifying language,

code-switching, concept translation, visual aids, peer tutoring, extra-tutoring sessions, differentiated instructions and interactive activities.

In essence, while teachers and students in Bhutanese primary schools perceive bilingual education beneficial and effective, there are several challenges that needs to be mitigated. Addressing these challenges would see bilingual education in Bhutanese primary schools benefitting students and teachers in lesson delivery and understanding, ultimately enhancing the learning outcomes. Providing adequate resources, professional development and trainings related to bilingual education, policy and curriculum reforms and support from the schools administrations would allow bilingual education realize its goals and enhance students' learning outcomes while also making it easier for the teachers to deliver bilingual instructions effectively.

6.1 Limitations of the Study

This research has some limitations that has to be taken into an account when interpreting the findings of this study. Firstly, the sample size of the participants may not fully represent the perceptions and experience of entire students and teachers in Bhutanese primary schools, although the sample were chosen from four different regions of the country. The data for this study were collected only from a few schools in each regions and this may not cover the perceptions, experiences, strategies used, challenges faced and bilingual practices in the schools countrywide. This might have resulted in generalizations of the views and opinions.

Secondly, the data were collected through self-reported interviews and survey through online platforms. Therefore, there could be some biases in the data collected as the participants might have expressed what they want to rather providing opinions based on realities and real experiences. This could potentially affect reliability and accuracy of the findings of this study.

Moreover, this study collected its data from the teachers and students and heavily relied on their perceptions and views. The views and opinions from other related authorities, agencies, policymakers, curriculum developer, and ministry of education and school administrations were not included. The views from those stakeholders could have provided an additional knowledge on the reality of bilingual education and its implementation and impact.

Furthermore, this study has not interviewed and surveyed any policymaker and curriculum developer and the findings presented about the policies and curriculum were all drawn from views of the student and teacher participants. Therefore, there could be a gap and potential bias in how the findings regarding the policy and curriculum are presented.

Finally, the study solely relied on the interviews and survey and classroom observations and detailed study of curriculum and teaching materials were not carried out. This could have limited this study from a detailed examination and analysis. Future study could use these instruments for the detailed and in-depth analysis.

Although this study has several limitations, it provides some insights and knowledge on bilingual education in Bhutanese primary schools, the challenges and solutions, current practices, teachings strategies and perceptions of students and teachers. These could be helpful for the aspiring researchers who aspire to conduct research on this topic and related areas.

6.2 Implications of the Study

This study reveal positive perceptions and attitudes of teachers and students in Bhutanese primary schools toward bilingual education. They acknowledge and recognize the impacts it has on student engagement, learning outcomes, linguistic and cultural competence. However, there are several challenges and limitations such as lack of resources, lack of trainings and PDs related to bilingual education, lack of support from the school administrations and restrictive policy and

curriculum which hinders the implementation of bilingual education in Bhutanese primary schools effectively. The findings of this study calls for the necessary intervention from the related authorities and agencies to support teachers and students in implementing bilingual education more effectively.

The findings also calls for the reforms and revision in policy and curriculum. It informs the policymakers about the need for flexible curriculum and policy that would allow teachers to use bilingual instructions and strategies. While doing so, involving teachers in discussions and policymaking would help in framing policies and finding solutions that align with realities in teaching context which only teachers can understand well. Moreover, developing bilingual resources and revising curriculum, particularly for the primary schools, integrating bilingual elements would help in building strong foundations of bilingual education and implementation of it.

The trainings related to bilingual education and professional development are crucial for the teachers to equip with the best bilingual knowledge and strategies. The provision of trainings, workshops, seminars, webinars and professional developments related to bilingual education would help teachers implement bilingual instructions effectively.

For students, the findings highlight the need for targeted support and strategies to mitigate the challenges they face such as language confusion and lesson comprehension. Adopting strategies and approaches such as simplifying language, translating concepts, providing differentiated instructions and extra-tutoring sessions would help students navigate linguistic complexities and comprehend lessons well.

At a broader level, bilingual education would foster bilingual competency and cultural competency which would help them understand own culture and identity while also preparing

them for the world beyond Bhutan. This study, validating the existing literatures such as findings on benefits of bilingual education, impacts on learning engagement and outcomes, cognitive development and understanding cultures by Cummins (2000), Garcia and Wei (2014) and Thomas and Collier (2004) and several other researchers, adds on the ongoing studies on bilingual education and also offers insights on bilingual education in the context of Bhutanese primary schools for the future research and researchers.

Bilingual education in Bhutanese primary schools, like any other bilingual education in global contexts, are facing several challenges in the face of implementing bilingual education. Addressing these challenges is crucial for bilingual education to realize its goals and aims fully and would require collaborative and necessary interventions from concerned authorities, policymakers and related agencies. Doing so would allow bilingual education realize its intended goals, benefitting teachers and students.

In conclusion, while benefitting from the bilingual education, it is equally important to address the challenges pertinent to it. If these challenges are addressed properly, the bilingual education can enhance the learning outcomes and linguistic proficiency of the students in Bhutanese primary schools while also making them culturally competent and conscious. The collaborative efforts among the stakeholders such as the ministry of education, policymakers, curriculum developers, teachers and other educational agencies would not only aid in making bilingual education effective and preparing a capable generation of students for the bigger stages while also enriching their cultural knowledge, but also strengthen Bhutan's vision of a globally competent and locally rooted society.

References

- Baker, C. (2001). *Foundations of bilingual education and bilingualism* (3rd ed.). Multilingual Matters.
- Bialystok, E. (2011). Reshaping the mind: The benefits of bilingualism. *Canadian Journal of Experimental Psychology*, 65(4), 229–235. <https://doi.org/10.1037/a0025406>
- Chen, Y. (2017). Evaluation of Different Bilingual Education Models and Its Application on Primary School Children Literacy. *Studies in English Language Teaching*, 5(4), 667. <https://doi.org/10.22158/selt.v5n4p667>
- Collier, V. P. (2019). Acquiring a Second Language for School. *Directions in Language and Education*.
- Collier, V., & Thomas, W. (2004). *The Astounding Effectiveness of Dual Language Education for All*. https://www.berkeleyschools.net/wp-content/uploads/2011/10/TWIAstounding_Effectiveness_Dual_Language_Ed.pdf?864d7e
- Cummins, J. (2000). *Language, power, and pedagogy: bilingual children in the crossfire*. Multilingual Matters.

- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior* (1st ed.). Springer US. <https://doi.org/10.1007/978-1-4899-2271-7>
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press. <https://doi.org/10.1017/cbo9780511667343>
- García, O. (2009). *Bilingual Education in the 21st Century: A Global Perspective*. Wiley-Blackwell.
- GARCÍA, O., & SYLVAN, C. E. (2011). Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities. *The Modern Language Journal*, 95(3), 385–400. <https://doi.org/10.1111/j.1540-4781.2011.01208.x>
- García, O., & Wei, L. (2014). *Language, Linguaging and Bilingualism*. https://doi.org/10.1057/9781137385765_2
- Gardner, H. (1983). *Frames of Mind A Theory of Multiple Intelligences*. New York Basic Books.
- Gardner, R. C. (2006). The socio-educational model of Second Language Acquisition: A research paradigm. *EUROSLA Yearbook*, 6(1), 237–260. <https://doi.org/10.1075/eurosla.6.14gar>

- Genesee, F. (n.d.). What do we Know About Bilingual Education for Majority-Language Students? *The Handbook of Bilingualism*, 547–576.
<https://doi.org/10.1002/9780470756997.ch21>
- Genesee, F., & Gandara, P. (1999). Bilingual Education Programs: A Cross-National Perspective. *Journal of Social Issues*, 55(4), 665–685.
<https://doi.org/10.1111/0022-4537.00141>
- Goh, C. C., & Burns, A. (2012). *Teaching Speaking: A Holistic Approach*. Cambridge University Press.
- Gyeltshen, K., & Zangmo, S. (2020). School Education in Bhutan: Policy, Current Status, and Challenges. *Handbook of Higher Education System in South Asia*.
http://dx.doi.org/10.1007/978-981-13-3309-5_12-1
- Honig, M. I. (2006). Street-Level Bureaucracy Revisited: Frontline District Central-Office Administrators as Boundary Spanners in Education Policy Implementation. *Educational Evaluation and Policy Analysis*, 28(4), 357–383.
<https://doi.org/10.3102/01623737028004357>
- Jayanti, D., & Sujarwo, A. (2019). Bilingual Education In Indonesia: Between Idealism and the Reality. *Script Journal: Journal of Linguistic and English Teaching*, 4(1), 12. <https://doi.org/10.24903/sj.v4i1.271>

Kramsch, C. (2014). Language and Culture. *AILA Review*, 27(1), 30–55.

<https://doi.org/10.1075/aila.27.02kra>

Krashen, S. D. (1982). Principles and practice in second language acquisition. *The Modern Language Journal*, 67(2).

MacIntyre, P. D., Baker, S. C., Clément, R., & Conrod, S. (2001). Willingness to communicate, social support, and language-learning orientations of immersion students. *Studies in Second Language Acquisition*, 23(3), 369–388.

May, S. (2016). Bilingual Education: What the Research Tells Us. *Bilingual and Multilingual Education*, 1–20. https://doi.org/10.1007/978-3-319-02324-3_4-1

Mayer, R. E. (2009). Multimedia Learning. *Cambridge University Press*.
<https://doi.org/10.1017/cbo9780511811678>

Močinić, A. (2011). BILINGUAL EDUCATION. *Metodički Obzori/Methodological Horizons*, 6(3), 175–182. <https://doi.org/10.32728/mo.06.3.2011.11>

Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. Routledge.

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative Assessment and Self-regulated learning: a Model and Seven Principles of Good Feedback Practice. *Studies in Higher Education*, 31(2), 199–218.

Nunez`, S. (2019). Re-evaluating Bilingual Education Within the U.S. Public Education System. *Core.ac.uk*. Retrieved May 25, 2024, from <https://core.ac.uk/works/9128541/>

Ozfidan, B., & Aydin, H. (2017). Prospects for Bilingual Education Curriculum in Turkey: A Mainstream Issue. *Higher Education Studies*, 7(4), 25. <https://doi.org/10.5539/hes.v7n4p25>

Rossell, C. H., & Baker, K. (1996). The Educational Effectiveness of Bilingual Education. *Research in the Teaching of English*, 30(1), 7–74. <https://doi.org/10.58680/rte199615328>

STATA. (2019). *Stata: Software for Statistics and Data Science*. Stata.com. <https://www.stata.com/>

Suefuji, M. (2019). THE HISTORY AND PRESENT STATUS OF BILINGUAL EDUCATION IN THE UNITED STATES OF AMERICA. *The Journal of Intercultural Studies*, 41(0388-0508), 1–16. <http://doi.org/10.18956/00007887>

Téllez, K., & Varghese, M. (2013). Teachers as Intellectuals and Advocates: Professional Development for Bilingual Education Teachers. *Theory into Practice*, 52(2), 128–135. <https://doi.org/10.1080/00405841.2013.770330>

Thomas, W. P., & Collier, V. P. (2002). *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement*.

Vygotsky, L. S. (1978). *Mind in society. The development of higher psychological processes*. Cambridge Harvard University Press.

Wangdi, N. (2019). LANGUAGE LEARNING MOTIVATION OF GRADE 12 LEARNERS IN BHUTAN.

Wangdi, P. (n.d.). *Language Policy and Planning in Bhutan*. Retrieved April 28, 2024, from https://www.dzongkha.gov.bt/uploads/files/articles/A_Paper_on_Language_Policy_in_Bhutan

